



### THE DECIDER

<b>ACCEPT</b>		<b>CHANGE</b>	
<b>DISTRESS TOLERANCE</b> IT WILL PASS STOPP DISTRACT DO ONE THING 20 MINUTES RIGHT NOW TURN THE MIND SOOTHE	<b>MINDFULNESS</b> BREATHE OBSERVE THIS MOMENT FOCUS DRIFT FACT OR OPINION WISER MIND KEEP CALM AND CARRY ON	<b>EMOTION REGULATION</b> SELF CARE THINK NAME THE EMOTION OPPOSITE ACTION SIEVE OR SPONGE? BUILD POSITIVE EXPERIENCES BALANCE PACE & PLAN	<b>INTERPERSONAL EFFECTIVENESS</b> LISTEN RESPECT REFLECT CRYSTAL CLEAR ASK OR SAY NO TALK THE TALK END OR MEND
<b>PRACTICE</b>		<b>PRACTICE</b>	

### RESULTS – Adult Mental Health

The Decider Skills (32 skills) were delivered to 5 groups over 12 weeks. HADS, CORE 10 and BEST measures were taken at Week 1 and repeated at Week 12. 50 participants who completed all 12 sessions were included in the study. Results: Scores clearly decrease from pre to post measures. This result provides evidence for the effectiveness of The Decider Skills Group at clinically reducing symptoms such as global distress, anxiety and depression.

Figure 1: Bar graph shows changes in pre- and post-intervention measures.

Measure	Pre	Post
PRE HADS (A)	~25	~15
POST HADS (A)	~15	~10
PRE HADS (B)	~15	~10
POST HADS (B)	~10	~5
PRE BEST	~35	~25
POST BEST	~25	~15
COMPOSITE COMPOSITE	~35	~25

Participant feedback: 'I wish I had been taught these skills when I was young!'

Kessler et al 2005 50% of mental health problems are established by age 14 and 75% by age 24 so the rationale for early intervention is strong

The Decider Skills were originally developed in 2010 in response to an identified service need in the adult mental health services in Guernsey. Following an initial pilot study, participants' experiences were included to develop a structured evidence-based skills programme. The aim was to reduce impulsivity and increase resilience and confidence by learning thirty-two evidence-based skills based on cognitive behavioural therapy (CBT) and dialectical behaviour therapy (DBT). The skills are designed to enable participants to make changes to help manage distress, regulate emotion, increase mindfulness and effective communication. The skills are delivered in an effective, fun, and creative style that makes them easy to learn and teach. Participants recognised that the lack of early skills training in how to recognise and manage their own emotions and mental health meant they had formed unhelpful habits in their thinking, feeling, and behaviour, which maintained their mental health problems. This prompted the development of an adapted and simplified twelve skill version entitled The Decider Life Skills, as a proactive approach for use in education, home, health, work, and social settings.

### THE DECIDER LIFE SKILLS

<b>STOPP</b>	<b>IT WILL PASS</b>	<b>RIGHT NOW</b>
<b>NAME THE EMOTION</b>	<b>OPPOSITE ACTION</b>	<b>FACT OR OPINION</b>
<b>SELF CARE</b>	<b>VALUES</b>	<b>LISTEN</b>
<b>RESPECT</b>	<b>CRYSTAL CLEAR</b>	<b>REFLECT</b>
<b>PRACTICE!</b>		

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Mental Health Foundation 2015 recommends the development of skills that can help people manage and gain greater control over their life

### A CAMHS Study

42 young people completed 8 sessions of The Decider Life Skills with a Psychological Wellbeing Practitioner delivered individually. They rated three personal goals from 0 (not achieved) to 10 (completely achieved).

Goal	Start	End
Goal 1	~2	~8
Goal 2	~3	~7
Goal 3	~4	~9

CORE YP 10 and MFQ scores screen for common mental health symptoms. Pre and post comparison showed that the results were statistically significant to  $p < .001$

Measure	Start	End
MFQ	31.66	20.44
Core	19.65	13.68

### A Charity Study

Outcome	Before	After
Confidence	~4	~8
Control	~2	~7

A local charity taught The Decider Life Skills to three young people with mental health or behavioural problems. Pre and post-delivery questions: "How confident did you feel about healthy coping strategies?" and "How in control of your feelings were you?" The graph shows a marked difference post intervention.

Young Persons Feedback: "It helped me calm down and think about what is really important."

### A Secondary School Study

Teachers attended a one day workshop to learn The Decider Life Skills and how to teach the skills to students. The skills were taught in activities week and are embedded in the culture of the school; posters displayed in all classrooms, on the message boards and in yearly planners. Parents and carers also attended a presentation evening. A common shared language has developed between the school, students and home.

205 students completed the SDQ pre and post delivery of the skills. Results are 0.1 away from being statistically significant ( $t(204) = 1.85$   $p = .066$ ) which may be due to the high-functioning, non-clinical cohort.

Results highlight the positive impact of The Decider Life Skills.

Teacher Feedback: "An excellent course, I feel very well equipped to deal with students' emotions and how to handle life's stresses"

### A Primary School Study

Every child in the school was taught The Decider Life Skills. In addition, the skills were delivered to 6 children and their parents over 4 weekly sessions. Ratings improved for all 5 questions relating to the child's understanding and ability to control emotions, and perceived coping strategies (0 = poor 100 = excellent).

Parent Ratings

Child Ratings

Head teacher Feedback: "The children's responses were so positive - all noting substantial changes in their capacity to manage emotions. Wow!"

References

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Frederick Douglass: 'It is easier to build strong children than it is to fix broken adults.'

CONCLUSION: The findings of this research provide encouraging support for the application of The Decider Life Skills for children and young people and evidence the benefits of conducting a larger longitudinal study.